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ABSTRACT

This document describes the role and importance of the continuously evolving technical community college, its social milieu and the characteristics of its students, the importance of and the need for expansion of dissensual disciplines, and the role of placement personnel. A model for teaching in the technical community college is suggested, based on fundamental concepts and principles of vocational education. The model requires that the vocational-technical instructor place heavy emphasis on: facilitating behavioral changes in students, committing institutional management and evaluation resources to the training of students, exposure of students to opportunities in the world of work through career awareness and exploration, intensified guidance and placement services, systematic occupational analysis and field-testing of programs, and approaches to delivery that will maximize student success in specific behavioral changes. Student services and placement personnel must be integrated into the total process of student recruitment, guidance, and job placement in order to insure that the opportunities offered by the technical community college are really available to prospective students. In addition to providing information and assistance as early as the junior high school level, placement personnel must aid in students' decision-making with regard to employment and continuing education. (JDS)

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DEVELOPING A TOTAL TECHNICAL EDUCATION SYSTEM: IMPLICATIONS FOR CURRICULUM AND PLACEMENT

by

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1976

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TEACHING IN THE TECHNICAL COMMUNITY COLLEGE

A PAPER PREPARED FOR PRESENTATION
AT THE
MIDWESTERN REGIONAL MEETING
OF THE
COMMUNITY COLLEGE
SOCIAL SCIENCE ASSOCIATION

May 15, 1976

SHERATON - HOPKINS
AIRPORT HOTEL
CLEVELAND, OHIO 44135

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TEACHING IN THE TECHNICAL COMMUNITY COLLEGE

by

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As one of your final speakers in the conclusion of this Association's Midwestern Regional Meeting, I would like to address my comments to the following points:

1. The role and the importance of the technical community college in the American society.
2. Contemporary educational factors exerting influence on the continuously evolving technical community college.
3. The social milieu of the technical community college and the characteristics of its students; and, finally,
4. The importance of and the need for an expansion of dissensual disciplines.

With a "by your leave" it is important to note that had this Conference been held 20 years ago - say in 1956 or 1957, the topic of "Teaching in the Technical Community College" would not have been an item on the program. Up to that time, and with few exceptions, the education and training of the American technician or technologist was largely the province of the private technical institute, the armed forces, American industry and business - by way of in-service education and training programs - and the province of American universities. Technical education, in the public sector, has not always enjoyed popularity in these United States.

Even after Sputnik gave birth to the National Defense Education Act of 1958, concessions by this Nation's general educators to the need for the education

and training of technicians, in our public schools, was manifested solely by increased emphasis on the mathematics and the sciences. This was so even in the face of mounting evidence that the social milieu of our schools was changing and identifying new needs in curriculum as identified by students, and, that, the public - in general - was asking for a new direction to American public education.

Today, nearly 20 years later, we can witness in countless institutions at the 13th and 14th grade levels - across this land - the response to citizen desires and national needs. Today, it is not only possible but it is popular to consider the development of a total, technical education system in our public schools and for that system to have its beginning in the elementary grades, its girth at the 13th and 14th grade levels, and its apex in the university's graduate schools.

With respect to the role and the importance of the technical community college, permit me to identify and emphasize several cardinal points. You will recognize these points as "givens" in our particular realm of education and training. As recognizable as they are, to those of us practicing in the field of technical education, they are worthwhile repeating since they can and do serve as a mental gyroscope to us in this age of cybernetics and they can and do provide us with a "North Star" of guidance in our day to day operations. The points are:

1. Technical education, or the education and training of the para-professional, the technician and the technologist, is as important and perhaps more important, than the education of the generalist and the specialist. As such:

2. Technical colleges and technical institutes, or any technician education and training programs at the 13th and 14th grade levels, are equal to and as important to our society as general, lower division colleges.
3. Technical education has its roots, well established, in the foundations and the principles of vocational education.

   The goals of both are identical; they seek:

   To provide this country, or any industrialized nation, with a reserve of skilled manpower.

   They seek: to provide students, completing high school, with a viable choice between education for education sake or education for gainful employment; and they seek:

   To provide communities with relief from excessively high drop out rates before and after high school graduation by way of training and alternative education.
4. And, last, technical education is not and ought not be terminal education.

From these four points it is emphasized that the technical community college is an important educational institution which is seeking to create its own proud model, a model which ultimately will include four major programs: occupational education, general education, liberal arts education and services to the community. With this model it will attempt, and no doubt succeed, to fill the widening gap between baccalaureate education and secondary education.

The early concept of a public community college drew its formation from the highly successful junior colleges wherein the junior colleges - in both the public and private sectors - imitated the four-year institutions of higher education. To this was added two highly important ingredients: low costs and commuter attention. The foundation - lower division, collegiate liberal arts programs - and the promise of reduced college expenses per family caught the attention and the imagination, as well as the support of the American public. Almost immediately this concept of a lower division baccalaureate college in our own back yards collided with two highly popular beliefs: 1. a college's collegiate program and educational opportunities ought to be available to all and 2. a college's educational programs at the lower level ought to prepare the recipients with the potential for immediate and meaningful employment by the time one received the associate degree. Overnight, the community college movement was asked - not too subtly and not without fears - to accommodate its direction: 1. to complement the work of the high school, 2. to function as a technical institute, 3. to provide a college atmosphere and 4. to serve as a stepping stone to the four year college and the university. Today, we see the community college movement leaning toward a closer association with the field of higher education offering full degree transfer credit and deeply involved in terminal type education and training for the employment bound student and the graduate of the two year college.

Two contemporary movements on the American education scene are now asking the community college movement to further accommodate its purpose; the two movements are career education and engineering technology education.

Briefly, career education dictates that an awareness, an understanding, and an exploration of occupations and professions will be extensively experienced <u>before</u> students make career choices involving continued education and

training.

Engineering technology education is forcing increased specialization in existing fields which are becoming more diverse and much narrower in scope.

The influence of these two movements, supported by the needs of business and industry as well as the desires of students, is forcing the further evolvement of the technical community college. And, the technical community college - in search of its own proud model - is assuming an aura of uniqueness unlike any other educational institution in America.

Evolving swiftly, over the past two decades, the technical community college as we have come to know it - is providing comprehensive public education and community services for the well being of its funding citizens. This is a direct response to citizen requirements to organize educational institutions to meet education and training challenges that cannot be met individually and which have not been met by institutions of secondary and higher education. As such, the technical community college is not - as some educational systems have done - isolating itself from the mainstream of the American social and economic system.

The social milieu of the technical community college is one of preparing men and women for entry into technological work. The relationship between education and work, in terms of occupation entry and upgrading, is fixed and firm. Therefore, the major role of the technical community college is to prepare a major portion of its clientele for the middle level cluster of jobs in the major occupations requiring the most education and training.

Now, the technical community college cannot be understood completely without a clear, factual, and unbiased understanding of its students. Unless a technical community college defines quite clearly the groups in its community whose educational needs it plans to serve, it can hardly escape offering a partial or an inappropriate education.

Everyday, it is becoming more obvious that students in the two year college have practical occupational goals in mind with primary concerns of acquiring the necessary preparation for entry into an occupation. We find, almost daily, that the preponderance of students in the technical community college are not particularly interested in the social or purely intellectual phases of campus life. And, yet, there are students with high academic abilities and the intention of pursuing further college work.

A total consideration of student characteristics serves to reinforce and to sharpen the concept that the technical community college has several purposes, each of which merits respect, acceptance and support to assist students to complete the program which best leads to the realization of student ambitions.

A major fear is that the technical community college - much like the secondary high school will lean too heavily in one direction. The tragedy of the American secondary high school was that over the years and without paying considerable attention to the characteristics of its changing clientele it provided too much of the dissensual disciplines and ignored - for too long - the consensual disciplines or those that we now recognize as essential for coping with our society. The technical community college can make the same mistake but with the shoe on the other foot. In its effort to prepare its people for the world of work it stands in danger of avoiding the dissensual disciplines - philosophy, sociology, economics, music, literature, the fine arts. (Hopefully, the center for innovation in America will be in the institutions of higher education - including the technical community college - where intellectual experiences can be shared and where roots for expression can be planted and nurtured.) Accordingly, students for any number of reasons, require an introduction to certain disciplines outside their individual area of concentration

for the purpose of developing the capacity to go on learning. The inclusion of the dissensual disciplines with the consensual - in the right amounts, whatever that might be - ought to counteract the age old threat that vocational and technical education will produce a narrow minded graduate and that the society will be controlled by systems oriented technocrats.

To this point, in the paper, I have attempted to illustrate the "gestalt" of teaching in the technical community college. Now, I would like to turn my attention to the "practice" of teaching in the technical community college. To do this, I would like to emphasize very strongly a previous point made and that is:

> Technical education has its roots, still established, in the foundations and principles of vocational education.

An in-depth investigation of the literature vis-a-vis vocational education would reveal the following concepts:

Concept 1. Since there is a direct nexus between work and the preparation for work, all education and training should prepare for entry into and upgrading in employment.

Concept 2. Courses and subjects taught in the education and training for employment entry and employment upgrading should be directly and obviously related to a major and identifiable field of study.

These two concepts are not contradictory to or in conflict with an insistence on the incorporation of the dissensual disciplines.

Concept 3. Education and training for entry into employment

and upgrading in employment should be organized into substantial blocks of time.

Concept 4. Students must be kept occupied in realistic classroom and laboratory activities which have a direct relationship between the preparation for employment and entry into employment; and,

Concept 5. Communications between the purveyors of knowledge and skills and the recipients of knowledge and skills is of paramount importance.

Let's examine these concepts in light of their value to: a. the identification of the need for education and training, b. the development of education and training, and c. the delivery of education and training.

Professional vocational educators firmly believe that education and training cannot be developed and delivered in a vacuum. It is futile, they believe, to transfer any concept or any skill that does not have a direct and obvious relationship to a student goal. Accordingly, they exert considerable effort in the determination of need - the need for a specific vocational interest or occupational technology in any geographic area. And, they exert a like amount of effort in determining if all the concepts and all the skills associated with an occupation or a technology are required at a particular level. Through a unique combination of analyses by content examination, observation, instrumentation interview, and simulation the vocational-technical education specialist is capable of and successful at differentiating between curriculum needs for professional and para-professional purposes. Not only does the vocational-technical education specialist prevent "over-kill" in curriculum areas that border on professional level studies but the specialist ensures that "over-kill" does not exist within the two year curriculum and that the student is

exposed to concepts and skills essential to entry level.

This is no easy or short-term task. It is one that requires in-depth occupational analysis and the determination of major blocks of study to ensure that the major portion of education and training will be directly related to the preparation for employment entry and employment upgrading.

Through this elaborate system of analyses, a constant effort is made to separate out four variables: occupational or procedural elements as opposed to informational elements and essential knowledge and skill elements as opposed to those which are non-essential for employment entry. Again, the vocational-technical education specialist for curriculum development is consistently asking:

1. What must the student know to gain occupational entry?
2. What need the student know to maintain occupational employment?
3. What would be nice for the student to know to gain professional status in the world of work?

These three questions can and do assist the curriculum specialist in vocational-technical education to maintain the balance between the consensual and dissensual disciplines.

Time is of the essence and much of the knowledge and skills required of a technician or a para-professional must be transferred in substantial blocks of time in a short period of time (two years) and by way of logically developed transfer packages. The 45 minute classroom hour is not conducive to the transfer of knowledge and skills directly related to entry level learning. Accordingly, most courses requiring laboratories adhere to the 90 or 135 minute block of time schedule with practicums, internships and externship in the work phase designed to reinforce the concepts and skills introduced and emphasized in the classrooms and laboratories. Consequently, the two years of education and

training experienced by students at the technical community college have a strong tendency to keep the students constantly immersed in the subject at hand and the objective at large: education and training for entry employment in a technical or para-professional occupation.

To a vocational-technical educator, information transfer strategies are of major importance. Primarily, because he or she believes that if a student hasn't learned then the instructor hasn't taught. To this end, the vocational-technical educator sets out to obtain a behavioral change, to get an understanding from the students that the change is a necessary and valid one, and that the behavioral change will be accepted. Obviously, in a system that places a great emphasis on effective communications as a prelude to instructional and learning effort, the probability of failure is reduced. And, in fact, it is reduced if not totally eliminated.

In satisfying what I have termed the principles of vocational-technical education and training, or teaching, if you prefer, the vocational-technical education specialist places heavy emphasis on:

1. Supporting the role of the education and training institution which is the one of provoking and facilitating behavioral changes in students.
2. Committing institutional efforts and resources to the education and training of students; this includes extensive management and evaluation practices.
3. An insistence that students be continuously exposed to opportunities in the world of work through programs of:

   career awareness
   career exploration; and
   career preparation

4. Intensified guidance and placement services at all levels of the education and career ladder.

5. The preparation of the technician and the professional technologist, as well as the para-professional, in a multitude of highly diversified and special occupations.

6. An insistence on a thoughtful and systematic approach to:

   - the identification of training needs
   - the development of training against criteria reference points
   - field testing programs and course contents; and
   - evaluation to determine:
     a. revision requirements
     b. introduction requirements

7. An analysis of occupations by:

   - observation analysis
   - interview analysis
   - content analysis
   - simulation analysis

   to determine which skills and which informational elements ought to be developed and transferred and in what amounts; and

8. Approaches to delivery which guarantee that students will accept behavioral changes and will be successful at the specific change in behavior.

Teaching in the technical community college or in any vocational education or manpower development program is not a happenstance activity. It is a thoughtful endeavor which requires a commitment to the opportunity, an understanding and appreciation of the task, an in-depth awareness of the characteristics of

the institution and the parts that make up the institution, and a dedication to the continuation and the extension of that part of the teaching profession which seeks to provide students with a range of programs and studies that will help students to realize their goals and which will force them to find more realistic and logical bases for their beliefs.

The ultimate goal, of course, is not solely to prepare specialists but to educate men and women for their roles as individuals, parents, workers, and citizens in a democratic society.

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DEVELOPING A TOTAL TECHNICAL EDUCATION SYSTEM: IMPLICATIONS FOR PLACEMENT

A Paper Prepared for Presentation
at the
Spring Conference
of the
Ohio Two-Year College Placement Association

April 23, 1976

Muskingum Area Technical College
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by
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Ohio Two-Year College
Placement Association
"Working Harder to Aid Beginning Careers"

Developing a Total Technical Education System: Implications for Placement

by
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Zanesville, Ohio
April 23, 197[illegible]

In initiating the final phase of your two (2) day, spring conference at Muskingum Area Technical College, permit me to identify and emphasize several cardinal points. You will recognize these points as "givens" in our particular realm of education and training. As recognizable as they are--to those of us practicing in the field of technical education--they are worthwhile repeating, since they serve as a gyroscope to us in this age of cybernetics and they provide a "north star" of guidance in our day-to-day operations. The points are:

1. Technical education, or the education and training of the technician, technologist and para-professional, is as important and, perhaps, more important than the education of the generalist and the specialist. As such--

2. Technical colleges and technical institutes, or any technician training programs at the 13th and 14th grade level, are equal to and as important to our society as general, lower division colleges.

3. Technical education has its roots--well established--in vocational education. The goals of both are the same:

   A. To provide this country, or any industrialized nation, with a reserve of skilled manpower.

   B. To provide students, completing high school, with a viable choice between education for education sake or education for employment. And,

   C. To provide communities with relief from excessively high drop-out rates--before and after high school graduation--through training and alternative education.

4. Technical education is not and need not be terminal education; and, finally

5. Student Services--at the very least recruitment, admissions, placement and follow-through programs--are essential to vocational and technical education and must relate one unto another.

Technical Education has not always enjoyed popularity in America. Even after Sputnik gave birth to the National Defense Education Act (NDEA) of 1958 concessions by this Nation's general educators to the need for the education and training of technicians in our public schools was manifested solely by increased emphasis on the mathematics and the sciences. Today, nearly 20 years later, we can witness--in this environment and others like it around the State of Ohio and throughout the Nation--the fruits of persistent efforts by many vocational and technical educators who have preceded us. Today, it is not only possible but it is popular to consider the development of a total, technical education system in our public schools; and, for that system to have its beginnings in the elementary grades, its girth at the 13th and 14th grade level, and its apex in our universities' graduate schools.

For a moment, let's look at a conceptual model of the total, technical education and training system; the system is influenced by two movements: career education and increased engineering technology education.

Career education dictates that an awareness, an understanding and an exploration of occupations and professions will be extensively experienced in the public schools before students make a career choice involving continued education and training.

Engineering technology education is leading the way in the expansion of new programs as a result of the diversification of existing fields. More and more we are dealing with narrower areas of specialization and--in turn--our high school students are shifting toward the technical fields with larger numbers of our high school graduates entering technical support fields--some of which will, eventually, require a doctorate in engineering technology. Our greatest danger is the age old one--which is both a threat and a fear that

technical education will produce a narrow-minded graduate at any level and the society will be controlled by systems oriented technocrats.

With more and more students leaning to the practical and pragmatic side of the educational system, vocational, technical, and engineering education ought to be able to attract substantial numbers. If it does--and this depends to a great deal on the philosophy and efforts of student services personnel--the technical education system ought to provide the student with a realistic and simplistic path through the educational maze and into a meaningful and rewarding career of employment. The system will provide:

1. Areas of awareness and exploration
2. Areas of involvement by way of temporary employment, cooperative education, externships and internships.
3. Temporary relief from the boredom and sameness of educational institutions.
4. Terminal education and training for immediate employment.
5. Opportunities for educational involvement--without penalties--outside a specific education and training area.
6. Re-entry opportunities at any level and at any time.
7. Opportunities for educational advancement and for re-training before or after specific goals are attained.
8. Assistance at critical points in the education and employment career path.

This proposed system is not a utopian dream. We're closer to it than we may realize. Consider--if you will--this system as it relates to your experiences in education and professional employment.

How many of us--here, today, are:

1. Educational "drop-outs"?
2. Victims of "off-chance" career awareness and career exploration programs?
3. Educational "retreads" and even "mustangs"?

4. Considering new careers even within our present profession?

5. Capable of doing something constructive and meaningful beyond retirement?

I would imagine that most of us could and will identify with these variables; and, the amazing thing about it is when we look back it all appears so logical. Therefore, the establishment--contrary to popular belief--must be flexible and considerably less than inefficient. This condition has implications for placement; and, more specifically for student services because one entity cannot function effectively out of concert with the others: recruitment, admissions and follow-through activities.

Allow me to explore these implications in keeping with the theme of this Conference: "Working Harder to Aid Beginning Careers."

There are five (5) major areas where Student Services, including Placement, ought to concentrate attention. Two (2) are at the feeder level; one (1) is at the delivery level, and two (2) are at the egress level. Specifically, they are: the junior and senior high school, the 13th and 14th grades, and employment or college continuation.

Initial decisions about future careers are being formulated, but not necessarily crystalized, in the junior high school. At this particular level, students are--through career exploration, industrial arts, and home economics or family living programs--being exposed to the world of work. Generally, the opportunities for exposure to the full range of career opportunities available in life is limited. In many instances, the limitations are built into a school system. Rigid scheduling, limited monetary resources, over-extended staffing conditions, inexperienced and even unconcerned staff, and limited facilities inhibit, drastically, opportunities for exposing youth--fully--to the world of work.

Since we--along with our counterparts in vocational education--are the experts and the leaders in career education, we ought to provide assistance

in making information and exploration experiences available to junior high school students. Junior high school students studying in the career education programs ought to be shown that there is a direct line--through the high school, vocational or general, to the technical community college. This can be done, in a number of ways; but, the important thing is a very definite effort needs to be made by student services to identify a contact in all of a district's junior high schools to offer these services and to make them available on a contemporary basis from the technical community college. It is my opinion that this is an appropriate role for a college's Placement Officer; however, it does mean that the Placement Officer--in concert with colleagues in Student Services-- will need to work harder to aid someone's beginning career.

If the efforts bear fruit at this level, the Placement Officer will be responsible for assisting a fledgling career opportunist to get a foot on the first rung of a career ladder and placed appropriately in a meaningful high school program. This presumes the Placement Officer to be intimately familiar with all offerings in all high schools in the district. And, it presumes the Placement Officer to be able to illustrate the direct nexus which exists between a successful high school education and a viable career preparation program in the technical community college. This, too, means that the Placement Officer--in concert with colleagues in Student Services--will need to work harder to aid someone's beginning career.

The implication, of course, is that the admissions office is cultivating a positive attitude, early in a student's educational career, about attendance at the technical community college and about choosing a meaningful career as a technician, technologist or a para-professional. The high schools are to technical education what Babe Ruth and American Legion ball are to baseball's minor leagues.

Placing the successful high school student--namely, the high school graduate or the person with the equivalent of a high school education--in an appropriate certificate or associate degree program is a major responsibility of the Placement Officer. Too often, high school graduates choose technical community college programs with little or no real rationale for the choice. To the college, this is time consuming and expensive; to the student, it is time wasting. To be assured of relatively successful placement in the technical community college, Placement Officers need to redouble their efforts in Career Awareness and Career Exploration at the high school level. Kids need to know what is availabe, what is necessary to prepare for what is available; and, what the future is once available programs are chosen. Also, Placement Officers need to know more about incoming students. It is imperative--for realistic placement purposes--to know students' interests, capabilities, and aptitudes. Understanding all we can, about students, not only makes placement a "now" endeavor; but, it makes the placement role a guidance function to assist students to make decisions about employment and about continuing education in upper division college and, even, graduate school.

Primarily, this presentation has discussed educational placement. For a moment, let's consider employment placement. At least one of yesterday's speakers would have emphasized that employment is the end for which the means--the technical community college--was designed; and, that the college's officials would be remiss if both the training and the placement efforts did not emphasize this role of the technical community college. For a vocational educator, there can be no argument with this concept. However, employment placement is not as simple and easy as it sounds or appears. In time of high, national employment--when the numbers of unemployed do not exceed four to five million of the registered, labor force-employment placement can take care of itself. Whether the employment be temporary for in-college students seeking internship, externship, cooperative work-study, or just plain part-time work, labor demand absorbs the serious student seeking employment. But when the unemployed labor

force approaches the 5½ - 6 million mark, as it stands today, employment placement, in all categories--internship, externship, cooperative work study and part-time work, as well as employment to accommodate terminal education and personal maintenance--becomes more difficult. There are no easy answers to employment placement when these conditions exist. However, a part of the answer might be found or have been found in yesterday's panel discussion: "Do Employers Know Who We Are and What or Whom We Are Trying to Sell?"

The Technical Community College's story needs to be told; it has a mission and it has a product. It should be saleable! Telling the story and pushing the products is an appropriate job function of the Placement Officer. However, it does mean that someone needs to work harder to aid beginning careers.

Continuing education is no longer a concept; it is a reality. Colleges and universities across the country are faced with rising enrollments, so much so that it is increasingly difficult to project--with any degree of accuracy--precisely what the enrollment will be when the fall quarter, semester or trimester begins. This is not to say that all colleges have the advantage of high enrollments. But, those colleges that have a saleable product and an excellent track record are attracting the students. Placement Officers in the technical community colleges will be called upon more and more to assist Placement Officers in the upper division colleges and the universities to select the best candidates from their institutions for advanced study. Accordingly, Placement Officers need to know their students or graduates; and, they need to know the programs of accepting colleges and universities. Do the two match? This will be an ever-increasing question which the Placement Officer will be faced with, and, to some degree, will be expected to answer. Again, someone needs to work harder to aid beginning careers. More and more of our graduates are going to show up at other colleges seeking advanced work. New degrees and new strategies for earning the degrees are surfacing. Accordingly, our graduates--like other graduates--will be seeking the bachelors, masters and doctoral degrees of arts, science, technology, medicine, and philosophy. And, they will be seeking these degrees through traditional degree awarding

programs and through external degree awarding programs.

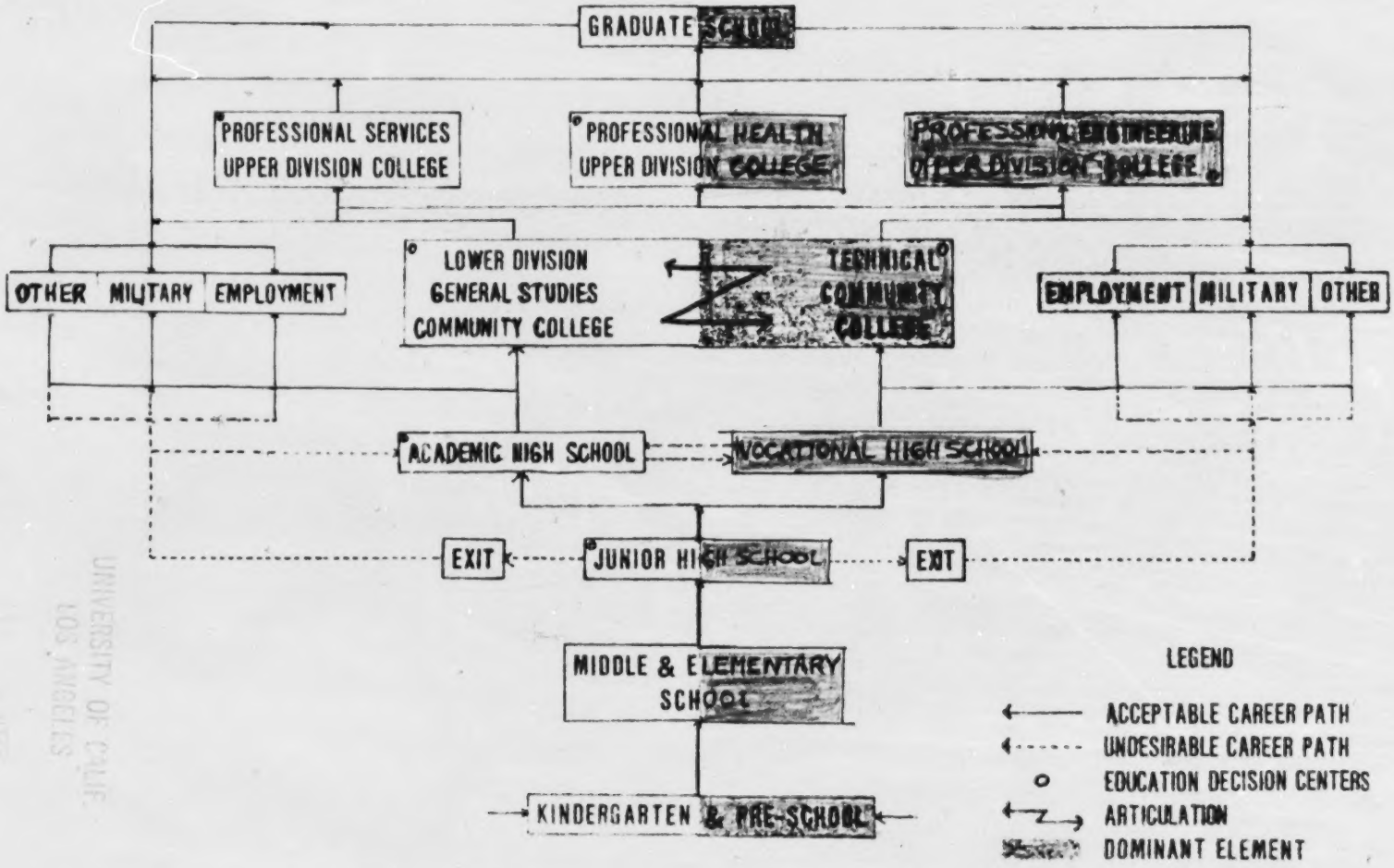
The roles and the responsibilities of the Placement Office--if not the Placement Officer--are increasing and changing. A mighty task is ahead; the Placement Officer should not assume it alone. We all have a part, whether we be: administrators, professional staff, or faculty. The task is not a one office task; it includes us all. As a technical community college team, within our own infrastructure, we should:

1. Assist in cultivating the minds of the very young about the value and purpose of a technical community college education.
2. Lend a hand in providing career awareness programs in our sending districts.
3. Step up our recruiting activities at the high school level.
4. Welcome opportunities for providing educational career exploration activities in our classrooms and laboratories.
5. Help with the decision making which goes into the selection of students for technical and para-professional programs.
6. Encourage intensified guidance and testing of all students before they enter the technical community college, as they matriculate in the college, and as they prepare to exit the college.
7. Increase our public awareness activities of the role and the purpose of technical community college education and training.
8. Initiate and expand employer oriented career days, bearing in mind that the military forces of our Nation are a worthwhile employer.
9. Extend our acquaintance with personnel officers, military forces recruiters, and college and university admissions officers.
10. Seek out currently employed persons for our on-going programs and provide them with the necessary assistance for entering our programs.
11. Influence the business community to seek out and employ our students for internship situations and for full employment.

The task outlined and the task ahead is a horrendous one. To accomplish it, we all need to work harder to aid those who are beginning careers. The responsibility is real, for, the career launched with assistance from a responsible Placement Officer may be the beginning career of your son or daughter; or, of your husband or wife; and, perhaps--eventually--the beginning career of your grandson or granddaughter.

In closing, permit me to quote the Japanese Commander of a Prisoner of War Camp in World War II who admonished his prisoners in the Bridge Over the River Kwai to be "happy in your work." Not because--as in that case--it's all you have to look forward to; but, rather because it is so important to those persons beginning careers and so important to those charged with the responsibility of providing for those who are seeking the beginnings of careers.

THE TOTAL TECHNICAL EDUCATION SYSTEM



John B. Moullette, Ed.D. 4-23-76

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